

Did You Know?



The ELP Standards contain an annotation to pinpoint Performance Indicators (PIs) that are well suited to the use of content.

HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.

(math, science, social studies)

HI-6: using verb tenses (simple, progressive, perfect) in a variety of writing applications.

(math, science, social studies)



Are there very many?

It is not just a few Performance Indicators either. There are several in all domains of every Stage. In Stage III, 28 out of the 32 PIs found in the Writing Domain include a content annotation.



Take a look at portions of a unit on organisms developed by Vicky Vela-Thai for her kindergarten classroom utilizing the ELP Standards and key concepts from Arizona's Science Standard.

So what does that mean?

It means that ELD classrooms can and should include materials that allow language to be taught through the use of a variety of materials and topics, including content.



What does it look like?

Oral English Conversation & Vocabulary

I-LS1: LI-4: using sentence frames to sequence events from read-alouds, presentations, and conversations.

Students will illustrate and define food, water, space, air, grow, and survive based on picture and text clues read aloud.

I-LS1: LI-3: responding to read-alouds by identifying main ideas/concepts and details using key words in complete sentences.

Students will sequence picture cards and orally complete sentence frames to describe a plant/animal life cycle using complete sentences.

I-L2: LI-6: determining word meaning within context with instructional support.

Students will discuss a habitat by describing what it looks like, including the plants and animals that live there based on a read aloud.

Grammar

I-L1(V): HI-1: using the simple present tense verbs with subject-verb agreement.

Students will orally construct sentences in the present tense to describe pictures of plants, animals, and their habitats.

I-L1(ADV): LI-1: using "when" adverbs (e.g., first, then, next, after, before, finally) with instructional support.

Students will utilize "when" adverbs to orally construct sentences describing a plant/animal life cycle.

Writing

I-W1: LI-2: writing expository responses using phrases or simple sentences that include sight words, CVC words, and phonetic spelling to describe, explain, or inform.

Students will write a complete sentence describing a given habitat.

Reading

I-R3: LI-4: sequencing a story or event in complete sentences.

Students will use a graphic organizer to illustrate and orally retell the stages of a plant/animal life cycle based on a text from a read aloud.



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Sharks swim in the ocean.

A plant needs water to grow..

First _____, then _____, next _____...

Key Ideas

- Plants and animals have a life-cycle
- Plants and animals need food, water, air and space to grow and survive.
 - Plants and animals live in particular habitats (desert, ocean, forest).